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To assist vocational agriculture teacher-coordinators in development and improvement of directed work experience programs, a project was initiated to (1) develop tentative procedures, (2) pre-test the procedures, (3) evaluate procedures and outcomes, and (4) revise the procedures for dissemination. Representing the final stage of this project, this manual concentrates on issues, purposes, and guidelines found important and relevant by participating teachers organized under headings of: (1) Fundamental Considerations, (2) Initiating a Directed Work Experience Program, (3) Operating a Directed Work Experience Program, and (4) Legal Requirements. Explanatory information is listed for each of 38 procedures. Seven sample forms recommended for program administration and a reference list are included. Other documents of this series are available as VT 005 939, VT 006 447, and ED 019 494. (DM)

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THE TEACHER-COORDINATOR'S MANUAL

FOR

DIRECTED WORK-EXPERIENCE PROGRAMS

IN

AGRICULTURE

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Preface

Since October 1, 1965, Cornell University has been engaged in a developmental project, supported by a grant from the U.S. Office of Education, concerned with the development and improvement of directed work-experience programs in expanded vocational education offerings in agriculture at the secondary school level.[1] Leadership for the undertaking has been provided by the Agricultural Education Division, Department of Education, New York State College of Agriculture.

Three objectives have been central:

1. To develop tested procedures for the guidance of teacher-coordinators in initiating and operating directed work-experience programs for occupational education offerings in agriculture.

2. To assess the contribution of directed work-experience to attainment of educational objectives.

3. To determine whether differing amounts of directed work-experience contribute differentially to educational and occupational outcomes.

The procedures utilized in the pursuit of these objectives fall rather comfortably into four distinct phases.

Phase 1. Development of Tentative Procedures for Directed Work-Experience Programs

The recommendations of state administrators for initiating and operating work-experience programs in specialized areas of occupational education were garnered from a review of the literature[2] and intensive interviews. This potpourri of ideas was sifted, ordered, and further sharpened by calling upon the experience of teacher-coordinators of both typical and innovative work-experience programs. These explorations took the investigators into 12 Northeastern states for interviews with representatives of technical and industrial education, home economics education, distributive education, business education, and agricultural education.

In order to insure compatibility of the tentative procedures with the students, parents, and employers, an assessment[3] was made of their concerns and expectations when they were first asked about participation in a directed work-experience program.

The next step was to synthesize the gleanings winnowed from these sources into guidelines and procedures. Finally, following an intensive review by a panel of consultants, the tentative *Guidelines and Procedures for Directed Work-Experience Programs in Vocational Agricultural Education*[4] were published.

Phase 2. Try-Out of Tentative Procedures for Directed Work-Experience Programs

Eighteen try-out centers with specialized instructional programs in either agricultural mechanization or ornamental horticulture were invited to participate in the project. The criteria of selection included: (1) location in one of the 12 Northeastern states, (2) approval of the State Supervisor of Agricultural Education, (3) willingness of the teacher and his school administrator to take part, and (4) an enrollment of at least ten juniors and seniors in a specialized instructional program during the school year 1965–1966.

Final preparation for the try-out included two three-day conferences at Cornell for participating teachers to familiarize the teachers with the procedures and to anticipate and resolve potential problems.

From July 1, 1966 to June 30, 1967, the eighteen teachers made a concerted effort to implement and test the effectiveness of the guidelines and procedures for initiating and operating directed work-experience. Members of the project staff visited each school an average of three times to observe progress and help solve problems.

Ten comparison centers were selected on the basis of the same criteria used in the selection of try-out centers. No attempt was made to influence the program or activities of the comparison center teachers.

Phase 3. Evaluation of Procedures and Outcomes

In order to investigate the effectiveness of the guidelines, a series of "inventories" were administered to participating teachers, students, and employers. These instruments surveyed participants' judgments concerning the importance of the guidelines and priorities among the guidelines. In addition, a third conference was held at Cornell with the try-out teachers for the purpose of soliciting their suggestions for modifications which would better adapt the procedures to the demands of practical necessity.

The differential effect of participation vs. non-participation in directed work-experience was investigated using such criteria as achievement, attitude toward work, school retention, and post-graduation employment success in comparisons of 'try-out center students' and 'comparison center students.'

The contention that success measured by such criteria as achievement, attitude toward work, employer

ratings, and post-graduation employment success is a function of the amount of directed work-experience obtained, was also investigated.

These investigations and their outcomes receive detailed treatment in the final report of the project.[5]

Phase 4. Revision of the Procedures and Dissemination

Following the try-out and evaluation phases of the project, the guidelines and procedures utilized in the try-out were revised and expanded in the present publication.

This manual capitalizes on the total experience of the project in attempting to present straight-forward, chronological, how-to-do-it advice to the teacher-coordinator. Its principal asset is its concentration on issues whose importance and relevance have been confirmed by the experiences of men in the field.

Other means, including speeches, distribution of research reports, and articles in professional journals will supplement the dissemination of the findings. However, it remains for this publication to convey most meaningfully to the teacher-coordinator of today and tomorrow, the outcomes of the exciting adventure in which the authors have participated during the past three years.

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June 15, 1968

I. FUNDAMENTAL CONSIDERATIONS

The terms "directed work-experience" and "directed work-experience program" have unfortunately come to be equated with a great variety of meanings in both general and occupational education. The implications attached to the terms are as varied as the programs that assign to employment a place, however great or small, in the formal education of students. Since these terms will be used throughout this manual in a very specific context, it is important for the sake of clarity that they be defined. A clear definition must address itself to some very elementary questions about directed work-experience:

— What is the major purpose(s)?
— What are the secondary purposes?
— Who comprises its clientele?
— In what setting does it take place?
— When is it to be obtained?
— How does it relate to course work?
— How much is to be provided?
— Will credit be given toward graduation?
— What conditions are prerequisite to success?

To answer these questions as they relate to occupational education in agriculture at the secondary school level, an attempt has been made to incorporate the wisdom of supervisors and teacher educators, and to accommodate the orientations of students, their parents, and employers. But the validity of the answers to these crucial questions rests primarily with the successful experience of innovative teacher-coordinators. Together these answers provide definitions for *directed work-experience* and *directed work-experience programs.*

A. The major purpose of the directed work-experience program is to prepare students for employment in one or more of the areas of off-farm agricultural occupations.

Although they may vary in importance from state to state, the main areas of off-farm agricultural occupations include: (1) agricultural business; (2) agricultural mechanization; (3) conservation, forestry, and outdoor recreation facilities; and (4) ornamental horticulture.

Students are prepared for employment through an integration of school and employment experiences which combine to develop (1) specific skills and understandings important in one or more of the areas of off-farm agricultural occupations and (2) desirable work habits, favorable attitudes toward work, and understanding of employers and co-workers vital to success in all occupations. Innovative teacher-coordinators have observed an intimate relationship between job competence and worker traits. Specific skills and understandings seem to constitute a necessary condition for the development of desirable work habits and favorable attitudes toward work. The student, to gain access to experiences that facilitate development of such attributes, must first become employable in some field. Once developed, such traits as industry, initiative, cooperativeness, and loyalty, broaden the student's range of opportunity, making him readily employable in additional fields.

B. A second purpose of the directed work-experience program is to assist students in achieving the general education objectives of the secondary school.

One of the most significant contributions of directed work-experience is that the students are guided in making educational and vocational choices through exploration of interests, discovery of talents and aptitudes, opportunity for the development of skills, and experience in the world of work. Furthermore, the emotional maturity of the students grows as psychological independence, self-confidence, acceptance of responsibility, and other marks of adult personality are fostered. Teachers observe in addition that the opportunity to share meaningful productive occupational experiences with others is accompanied by a greater respect for the dignity of labor, a more realistic appreciation of financial and economic matters, and an increased ability to work with others.

Directed work-experience programs need not compete with the primary emphasis of the academic goals of school upon the students' intellectual growth and development. On the contrary, work-experience frequently enables the student to gain insights which lend meaning to the academic phases of his program.

Because of the trend toward higher education and training requirements for agricultural occupations, alert administrators, curriculum coordinators, and teacher-coordinators take the steps necessary to prevent such occupational training from becoming dead-end specialization. Access to further training and/or college following high school for all students who can profit

is of central importance to the student, the school, and to society.

The available evidence indicates that students who participate in a directed work-experience program have a higher rate of entrance into post-secondary education than do programs restricted to the classroom and other school facilities. Apparently, directed work-experience is effective in teaching students, through first-hand experience, the importance of higher levels of training.

C. The directed work-experience program is planned to meet the needs of students who have made at least a tentative vocational choice of one of the areas of off-farm agricultural occupations.

Experience indicates that students who have made at least a tentative vocational choice of an occupational area and thus identify with it are most likely to benefit from work-experience in that same occupational area. The student indicates his tentative vocational choice by enrolling in a specialized agricultural course. Directed work-experience is normally open, therefore, to any student whose enrollment in such a course is accepted.

D. The directed work-experience program normally takes place in the out-of-school, remunerative, commercial settings of the off-farm agricultural occupations.

Achievement of the purposes of directed work-experience varies directly with the degree of reality present in the setting in which it takes place. For this reason, the employment of the student in an actual agricultural business or industry is assumed to be the most effective setting.

Although some schools may find it possible to provide "contrived" directed work-experience in agricultural occupations which resembles that found in commercial settings, a number of serious disadvantages are frequently inherent in the situation. Some of the more crippling are (1) the disparity between the role of the employer as played by a teacher and the actual role performance of a commercial employer; (2) the technological gap likely to exist between commercial enterprises and the contrived settings of the school; and (3) the tendency of schools to require work-experience with no pay or sub-standard pay.

For much the same reasons placement at home or with close relatives is usually an inappropriate setting for directed work-experience programs.

Settings for directed work-experience must comply with all of the legal requirements of the state and federal government.

E. Directed work-experience takes place during the junior and/or senior year.

A number of factors make it advisable to delay directed work-experience until the eleventh and twelfth year of school. In the first place, potential maturity and responsibility of students are important ingredients in the success of directed work-experience programs. Secondly, curricula tend to be sufficiently specialized in the later years of high school to prepare students for job entry. Furthermore, such practical considerations as legal requirements, transportation, and the student's physical development tend to pose less serious obstacles for juniors and seniors than for younger students. Directed work-experience, therefore, normally takes place during the time period bracketed between June of the year a student completes the work of the sophomore year and his graduation from high school.

F. The course work at school and directed work-experience are closely coordinated.

If students are to reap the main benefits from directed work-experience, their course work at school must be directly related to the requirements of the jobs in which they are placed. Furthermore, the timing of various units of instruction must accommodate the immediate needs of working students. Almost always a part of the course work must be given prior to job experience. Where students must obtain all of their directed work-experience in summer, prerequisite course content is offered in the sophomore year. Discussion of problems encountered by students on the job is a standard feature of the course work in such programs.

The directed work-experience program is coordinated by the teacher of the course work. Combining the teaching and coordinating roles in a single person insures: (1) the opportunity for the most effective and efficient follow-up of instruction, (2) a stronger basis for instruction and guidance as a result of observation of the student in school and on-the-job, (3) the technical competence of the coordinator in the student's area of subject specialization, and (4) fewer slip-ups in the mechanics of coordination.

G. Directed work-experience is of sufficient duration to provide the student with opportunity to develop a variety of competencies essential in the occupational area of his choice.

Students differ greatly in their personal traits. Such variability in abilities, achievement, and motivations may well make the amount of work-experience a matter of individual determination. The evidence indicates that, in the absence of rigorous control over the extent

of work-experience to be obtained, two notable outcomes result. Students who obtain directed work-experience excel over those who do not. And at the same time, students who obtain extensive work-experience do not otherwise appear to out-perform students obtaining considerably less. This implies that work-experience as such is a crucial determinant of achievement. It further implies, however, that students generally tend by self-regulation to obtain sufficient work-experience to derive the primary benefits; once they become involved in a directed work-experience program.

If a requirement must be imposed for administrative reasons, the available evidence indicates that 250–300 hours of work-experience is sensible in terms of the educational outcomes which can be anticipated.

Teacher-coordinators can expect employers to be more concerned with the profitability of work periods of various lengths than with the total hours to be gained by a given student.

H. Credit toward graduation given for directed work-experience is consistent with that given in the local school for similar programs in other vocational fields.

Students and their parents universally expect that extra credit will be given toward graduation for successful student participation in directed work-experience.

Two procedures for granting credit are in common usage. One is to grant one-half unit of credit for 250–300 hours of work-experience. Another approach is to offer an additional unit of credit for a specialized course requiring outside preparation, additional school laboratory practicum, and/or directed work-experience that meets the school's time standards for a unit of credit. Whether credit for directed work-experience is entered separately or as a part of a course on school records is determined by local school policy.

In any event, it is important that participants in directed work-experience programs in agriculture are given credit on the same basis as participants in similar programs offered by the school.

I. Certain conditions are essential to the success of a directed work-experience program.

The environment in which directed work-experience programs succeed is well documented by experience in the several fields of occupational education; as are the factors which contribute to the creation of this environment. Persons making the decision to introduce the directed work-experience into a school system are well-advised to satisfy themselves that the following conditions are either present when the program is being organized or can be achieved early in the program's existence.

1. The understanding and support of a sympathetic and informed school administrator.
2. A sufficient number of interested students.
3. A sufficient number of training opportunities in the patronage area of the school.
4. A qualified teacher-coordinator who combines technical competence with coordinating aptitudes and human relations skills.
5. A teacher-coordinator's schedule of time and duties which will allow for program coordination, within the normal work week, during both the school year and the period during the summer when students are employed.

II. INITIATING A DIRECTED WORK-EXPERIENCE PROGRAM

The initiation of a directed work-experience program requires the involvement of numerous persons in both the school and the community in a variety of events. This sequence of events would normally include at least the following:

— School authorities grant permission and determine tentative school policy concerning the operation of the program.

— Assurance of support is obtained from prospective employers.

— An advisory committee is appointed and begins to function.

— Students are informed of the opportunity to participate.

— Parents are kept informed about developments and grant permission for their children to participate.

— Student schedules for the year ahead are planned in advance of computerized scheduling.

— The program is announced to the community.

Because many of the principal participants will have had no previous experience with a program of this sort, initiators should start their work at least one year before students are to be placed. The guidelines and procedures which follow in chronological order are based on the experience of successful teacher-coordinators.

A. The directed work-experience program is planned in advance with school personnel.

The school administrator is the most influential person involved in granting permission for the program to operate. The teacher of agriculture explains what the directed work-experience program is, how it operates, and the contribution it can be expected to make to the lives of the students. After he has all of the facts, the school administrator may choose to grant permission himself or he may involve the board of education in the decision. Once permission has been obtained, the teacher involves the school administration in establishing tentative operating policies regarding: (1) the selection of students for courses featuring directed work-experience; (2) the use of released time for directed work-experience in connection with such alternatives as working during free periods, alternating blocks of time for class and work-experience, and release from a late afternoon period of agriculture class for work-experience; (3) the teacher-coordinator's duties; (4) the teacher-coordinator's time allotment; (5) credit for directed work-experience; and (6) transportation of students to and from directed work-experience.

Advance planning with guidance counselors is critical to the success of the program. Their involvement is paramount in such matters as: (1) developing criteria and procedures for the selection of students for courses involving directed work-experience, (2) referral of students who may inquire about or could benefit from the program, and (3) planning student schedules in advance of computerized scheduling to accommodate work-experience.

Plans for the directed work-experience program are brought to the attention of the faculty.

B. The agricultural business community is involved in advance planning for a directed work-experience program.

Key figures from agricultural business, agricultural industry, and the local employment service participate with school personnel in exploring the feasibility of the program. Two effective devices for involving employers are (1) individual visits by the teacher-coordinator to their places of business, and (2) informal meetings in the classroom used for teaching the specialized course.

Assurance of reasonable support by the agricultural business community is obtained as an early step in initiating the program.

C. The assistance of the local advisory committee, appointed to serve the specialized agriculture training program, is utilized in initiating the directed work-experience program.

Nominations for membership to the local advisory committee are usually made by the teacher-coordinator, the school administrator, and the board of education; in that order. Once an advisory committee is operational, its membership may also be asked to submit nominations.

The advisory committee is always appointed, however, by the board of education. Members are formally notified of their appointment by letter from the board of education. Membership on the advisory committee is composed primarily of those persons representing the areas of agricultural business and industry most closely related to the instructional program who constitute a nucleus of prospective employers; e.g., nurserymen, greenhouse operators, turf managers, etc., for ornamental horticulture programs. Successful teacher-coordinators report that seven to nine such representatives make a very workable group. Three other persons normally complete the membership of the committee: the local representative of the State Employment Service, and the school administrator and the teacher-coordinator as ex-officio members.

Advisory committees thrive on involvement in the "gut issues" of the program. And the support of this knowledgeable group of persons from the trade gives the teacher-coordinator and school administrator the kinds of help needed to solve the problems they encounter. Some of the issues normally arising in the initiation and operation of the program with which this group's help is invaluable are: (1) determining the training that students need for entry into the occupational field, (2) establishing a teaching calendar which will lead to the development of abilities needed on-the-job as they are needed, (3) setting up priorities for needed equipment and supplies, (4) suggesting placement opportunities for directed work-experience, (5) advising on changes in tentative operating procedures, (6) formulating a public relations program, (7) evaluating the program, and (8) placement of students in jobs following graduation.

The teacher-coordinator plans the directed work-experience program with his school administrator.

Advisory committee members are invariably busy people with crowded schedules, so efficient meeting procedures are essential for maintaining high levels of attendance and participation. The procedures considered most effective by experienced teacher-coordinators are to: (1) establish rules and practices for conducting meetings; (2) elect a chairman and secretary at the first meeting; (3) prepare an agenda in advance of each meeting; (4) distribute minutes to members and school administrator; (5) keep meetings brief, usually no longer than one hour; (6) start and end group meetings on time; (7) arrive at all recommendations in group meetings; and (8) avoid social activities more elaborate than a cup of coffee served during the meeting.

Involvement of the members with the main issues of the specialized program is the key. The role of the teacher-coordinator is to present problems and seek advice. Reversal of this role can lead to failure.

D. Students are informed of, and become interested in, the opportunity to participate in specialized agricultural courses featuring directed work-experience.

The most effective device for engaging the interest of students lies in extensive personal contacts between them and a competent and enthusiastic teacher-coordinator. Initially, contact occurs when the teacher-coordinator appears before those groups of students most likely to profit from his program. Such groups will normally include students enrolled in pre-vocational agriculture and Agriculture 1 and 2 courses, student meetings sponsored by the guidance department to explain curriculum alternatives, and gatherings of special interest groups at career nights, science fairs, and club meetings. Audio-visual aids such as color slides of local directed work-experience program participants and attractive brochures effectively reinforce the spoken word on such occasions.

Even more important than his contacts with groups of students are his individual day-to-day contacts with students in introductory courses, students who seek additional information, and students referred by guidance counselors. Students emerging from such contacts with the image of a competent, enthusiastic, interested, and friendly teacher-coordinator spread the word among their friends and the program is judged accordingly.

In all of his attempts to inform and interest students, the teacher-coordinator stresses the benefits of the directed work-experience program: its value from an educational standpoint, its orientation toward specific

training for an occupation, arrangements for credit toward graduation, the high standards required of employers, wages, opportunities for further training and advancement following high school, and the varied and interesting nature of work-experience. Contacts with parents also are effective for informing and interesting students. Perceptive teacher-coordinators welcome opportunities to explain and illustrate their programs to parent groups such as P.T.A., and to individuals.

E. Students who meet established selection criteria are admitted to specialized agricultural courses featuring directed work-experience.

Since the guidance department is responsible for coordinating the educational and occupational guidance program of the school, it is essential that a high level of rapport exist between the members of this department and the teacher-coordinator. Information and involvement are the keys to establishing productive relations with guidance personnel. Open channels of communication between the classroom and the guidance office are prerequisite. Of major importance is the cooperative formulation of criteria and procedures for the selection of students and for the referral of students. Careful adherence to agreements of this kind contribute much to the effectiveness of the services provided to students and to the mutual satisfaction of teacher and counselor. Cementing satisfying professional relationships with pleasant personnel relations induces acceptance by guidance personnel of invitations to participate more directly in the program as observers, contributors, and evaluators.

The teacher-coordinator has the prerogative of interviewing and advising any applicant for admission. Likewise, he can request the removal of a student from the program when the situation warrants.

F. Parents are kept informed and involved in the directed work-experience programs of their sons and daughters.

Personal contacts are made with parents to: (1) describe the nature of the program, the purposes, arrangements for credit toward graduation, employer insurance coverage, and standards for selecting employers; (2) obtain written permission before students are admitted to the program; (3) inform parents of the need for their assistance; (4) encourage and obtain parental cooperation and assistance in dealing with problems involving the student such as transportation to work; (5) develop a better understanding of the student; and (6) answer questions.

Many teacher-coordinators find it efficient to achieve as many of these purposes as possible in group meetings of parents. Occasional home visits are likely to be essential with certain parents as problems arise. Brochures and letters to parents can supplement other means.

A teacher-coordinator makes arrangements with a prospective employer to interview students.

G. The student's class schedule is planned during the school year preceding participation.

The teacher-coordinator works closely with the guidance counselor in developing the schedules of students who plan to participate in directed work-experience. In schools utilizing computerized scheduling, the schedules of students who are to work on released time are planned in advance of the computer run to insure the students' access to any section of an academic subject at the time when all sections are still open.

H. Appropriate business settings are selected for the placement of students in the directed work-experience program.

The teacher-coordinator visits potential employers, recommended by the advisory committee, at their places of business to: (1) acquaint them with the nature and scope of the program including its purposes, specific training provided by the school, procedures for hiring students, importance of varied types of work, length of student work periods, and plans for coordination; (2) identify potential training establishments capable of providing training which meets the essential criterias; (3) develop a closer working relationship; (4) acquaint them with the responsibilities of partici-

pating employers including the furnishing of all tools, equipment, and special clothing required on-the-job; and (5) discover whether or not they are interested in participating.

Following this round of visits, the teacher-coordinator selects training establishments where he finds that: (1) the employer is willing to participate; (2) he is interested in the welfare of the student; (3) on-the-job supervision is likely to be adequate; (4) the job will contribute significantly to career preparation in the field with which the specialized course is concerned; (5) the employer is willing to comply with legal requirements pertaining to the employment of youth; (6) a varied work-experience is available; (7) the job is of suitable duration; (8) the physical facilities and safety standards are adequate; and (9) the on-the-job supervisor appears to be fair, congenial, helpful, and of good moral character.

I. The public is informed of plans for the directed work-experience program.

Announcement of plans for the directed work-experience program as an attractive feature of the specialized agricultural course is most frequently made through press and radio releases. Increasingly, however, innovative teacher-coordinators are devising human interest approaches deemed worthy of television coverage.

Special efforts are usually made to inform persons in the trade. Such efforts are usually directed to "trade papers" and trade groups of which the teacher-coordinator is a member or to which he has access through members.

III. OPERATING A DIRECTED WORK-EXPERIENCE PROGRAM

Directed work-experience programs can be, and are, operated at varying levels of effectiveness. Some fail early in their history. Others function smoothly and beneficially year after year. Teacher-coordinators have demonstrated conclusively that such matters as the establishment of favorable learning situations at the training establishment, the utilization of normal hiring procedures, the adaptation of school instruction to student needs on the job, the provision of safety instruction, the early orientation of the worker, and the coordination and administration of the program are much too vital determinents of success to be left to chance or whim. The guidelines which follow have been distilled from the successful experience of teacher-coordinators in many fields of occupational education. They have been revised and their validity confirmed in the emerging programs of occupational education in agriculture. They are applicable and pertinent for the guidance of the novice and the "experienced" teacher-coordinator alike.

A. Favorable learning situations are established at the training establishments before student-workers are interviewed by employers.

When the teacher-coordinator has solicited and obtained agreement to serve from those employers whose businesses meet the selection standards, he immediately takes steps to establish certain conditions known to be conducive to learning in the training establishments.

One of his first acts is to identify with the employer the competencies required of employees in the job to be filled by the student-worker. If a variety of competencies will be required in a particular sequence, he may formalize their understanding with a written list specifying the competencies to be developed at school, those to be learned on-the-job, and target dates for achieving each. If the competencies required are less complex and if the timing involved is well understood by both employer and the teacher-coordinator, a verbal agreement may suffice. In either event, the goal is the same: mutual understanding of the competencies to be developed by the student under the coordinated tutelage of the school and the business establishment; to the end that the program will provide a varied and educationally worthwhile experience.

Another important factor in developing a favorable learning situation involves the designation of the employer or one of his employees as the on-job supervisor. The teacher-coordinator reviews, with the employer, the role of the on-job supervisor, considers alternative suggestions, and satisfies himself that the person designated is a likely candidate.

The teacher-coordinator, employer, and on-job supervisor discuss and agree on the work activities to be engaged in by the student, the competencies to be learned on-the-job, the length of work periods, and the degree of flexibility possible in scheduling work. The teacher-coordinator emphasizes the fact that the student will be a learner and cautions the employer and on-job supervisor against unreal expectations.

Before he leaves, the teacher-coordinator acquaints the employer with his plans for placing student-workers and invites his reactions and suggestions.

In all his efforts to create a favorable learning situation at the training establishment, the teacher-coordinator deals with the employer as an equal. He strives for mutual understanding and respect. He is efficient in the use of the employer's time. He holds the welfare of the student above all other considerations.

B. Normal hiring procedures are followed in the placement of students.

Learning how to interview for a job and gaining actual practice in a setting where the stakes are real can be an extremely valuable educational experience. For this reason it is the responsibility of the teacher-coordinator to teach students how to conduct themselves in an interview. Techniques utilized by resourceful teacher-coordinators include role playing, group criticism, tape recordings, audio-video tape, and outside interviewers. Above all, students must understand that it is the employer who sets the pace during the interview and that it is the student who is being interviewed, not the employer.

When the students have demonstrated their readiness, the teacher-coordinator selects students whose capabilities and interests match the requirements of available job opportunities and arranges for two or three to interview for each job. Before the students are actually interviewed, the teacher shares with the prospective

employer his knowledge of each student's interests, ability to assume responsibility, work habits, and technical competency. Interviews are usually conducted by the employer at his place of business. Each student is interviewed separately by the employer.

Once the employer and the student have agreed on the terms of employment, the employer notifies the teacher-coordinator and the student informs his parents. It is the experience of successful teacher-coordinators that an informal understanding of the terms of employment is preferable to a written agreement signed by the employer, student, and sometimes by even the parent and teacher-coordinator. Written contracts of this sort are not a feature of normal hiring practice and for this reason employers are particularly hesitant to make such a commitment. A second dimension of unreality is added by the fact that most contracts of this sort do not bind minors, though they may in fact bind the employer. However, some states do require that a 'job description signed by the prospective employer, showing the number of working hours a day, days per week, and the nature of the work to be done by the minor' be submitted as a part of the application for an employment certificate in certain types of work situations.

Likewise, where an exception to the January 1, 1968 Amendment to the Fair Labor Standards Act is sought to allow a student below the age of 16 to be employed in a hazardous occupation in agriculture, a written contract meeting specific requirements is obligatory.

Students are allowed to interview for directed work-experience only where the teacher-coordinator has made previous arrangements with the employer.

C. School instruction is adapted to student needs on the job.

Armed with an understanding of the demands which work-experience will place on his students and bolstered by the advice of his advisory committee, the teacher-coordinator pursues a sequence of instruction which places priority on developing the competencies deemed primary for success on the job. He requires work standards of his students which are at least as high as employer standards. He stresses the development of good work habits and the proper use of equipment. And appreciating the short-comings of contrived work, he avoids over-exposing students to school work-stations where they may develop a warped and unrealistic view of work.

The teacher-coordinator of a directed work-experience program has a vital and dynamic force at his disposal in the high degree of motivation with which students approach their class work. This motivation

An ornamental horticulture teacher demonstrates some skills his students will need on the job.

arises from student awareness that job success hangs in the balance. The problems anticipated or encountered by students on the job have an important place in instruction. Judiciously handled, such problems provide a rich source of interest and experience which enhances the learning climate of the classroom. The actual problems of students involving human relations, attitudes toward work, and work habits have a particularly high learning potential when they are discussed dispassionately in the classroom under the direction of a capable teacher.

The teacher-coordinator insures the adaptation of school instruction to student needs on the job by involving employers in course development, by involving them in instruction as resource persons, and by observing his students on the job. Employers are particularly effective in teaching highly specialized competencies and in communicating their expectations to students in such areas as human relations, attitudes toward work, and work habits.

D. Safety instruction is provided by the school.

Safety instruction is given at school prior to placement of students for work-experience. It deals with the hazards which students will encounter both at school and on-the-job. Emphasis is placed on knowledge of safe procedures, on recognition and avoidance of hazards, and on a wholesome respect for safety as an aspect of work. Students are warned of the generally low level of safety practice in the trade so that they will develop a sense of self-responsibility which improves upon the employer sponsored safety program. The safety of the students is a prime essential of any directed work-experience program, and the school must assume primary responsibility for such instruction.

E. The student worker receives special orientation to his new job.

Before the student actually goes to work, the employer and/or the supervisor discusses the job and his duties in detail with the student. Employer regulations are also explained in detail at this time: reporting to and leaving work, dress, personal conduct, payment of wages, deductions from wages, vacation, sick leave, insurance coverage, procedures in case of accidents, and other employer regulations. Students are encouraged to ask questions and are given copies of employee handbooks or employer regulations whenever they are available. Before the student actually starts working, the teacher-coordinator and the employer ascertain that the employment certificate is in order and that all other legal requirements pertaining to the employment of minors have been satisfied.

The main task of orienting the student to his new job falls on the shoulders of the on-the-job supervisor. The minimal duties of this important person follow:

1. He provides close supervision during the early days of placement on the job. He assigns the student to a variety of specific tasks. He notes the student's progress. He gives instruction when necessary. He delegates responsibility which is in accord with the student's demonstrated ability. And he inspects and comments on the student's work when it is completed.

2. He engages in frequent observation of the student throughout the duration of his employment.

3. He resumes close supervision at any time as the need arises, especially for instructional or corrective purposes.

4. He exhibits interest in the student as a human being and as a developing technician.

5. He provides safety instruction.

The teacher-coordinator visits the training establishment early during the orientation period. He observes the student at work, discusses the student's progress with the employer and/or the on-the-job supervisor, and assists with any problems that arise.

F. Coordination visits are made by the teacher-coordinator.

The teacher-coordinator makes special visits to each student on-the-job whenever he has a reason and in any case with sufficient frequency to keep aware of the situation. When no special problems arise he may only stop by once a month. When difficulties arise, he makes as many visits as are required.

In all of his coordination visits, the teacher-coordinator demonstrates tact and sensitivity to the business environment by visiting at times agreeable to the employer, by being efficient, and by interfering as little as possible with the operation of the business. He limits his discussions with employers and on-the-job supervisors to their free moments, is efficient in the use of their time, and shows appreciation for the contributions they are making to the student's education and welfare. He is careful not to create the image of an inspector. He avoids making suggestions for the improvement of the business unless he is pressed to do so by the employer.

During his coordination visits the teacher-coordinator routinely:

1. Observes the student at work.

2. Obtains the on-the-job supervisor's evaluations of the student's progress.

3. Learns what instruction the student needs in school to improve the job performance; *but usually refrains from giving instruction on-the-job.*

4. Determines the student's progress in developing occupational competencies and assuming assigned responsibilities on-the-job.

5. Ascertains the employer's degree of satisfaction with the student's performance and encourages communication of deserved praise to the student.

6. Determines the student's degree of satisfaction with his situation.

7. Observes the work environment for hazardous conditions and dangerous practices affecting the student and tactfully calls them to the employer's attention.

After he leaves the business establishment, the teacher-coordinator records useful information concerning the visit. This record would normally include: name of student; date; miles travelled; purpose of visit; and a summary of his observations such as instructional needs discovered, employer suggestions, etc.

A student worker (right) receives special orientation from her supervisor in a florist shop.

G. Periodic employer ratings contribute to student grades.

Experienced teacher-coordinators value employers' reports highly. These reports include items pertinent to the evaluation of courtesy, cooperation, initiative, attitude toward work, appearance, ability to follow instructions, and job performance. A five point rating system that simply requires the employer to check (√) the student's level of performance on each evaluative criterion has been found to be practical and acceptable. Teachers have found that the rating intervals of Excellent (1), Good (2), Fair (3), Below Average (4), and Unsatisfactory (5) have two advantages. They are meaningful to employers and they translate readily to school grade classifications. Figure 1.

Report forms are periodically provided by the teacher-coordinator to the employer who completes, signs, and returns them in the self-addressed, stamped envelope provided. In cases where the employer delegates the task of rating the student to a supervisor, the employer personally endorses the supervisor's report. Teacher-coordinators often use printed report forms with built-in provision for a duplicate copy and encourage employers to maintain a file of the duplicates for reference in recommending students for employment at a later date.

Teacher-coordinators usually discuss the employers' ratings with the student to encourage continued effort or to motivate improvement. Ratings are used by the teacher as one factor in determining the student's grade.

H. Students keep a record of their directed work-experience.

In actual practice, student records usually include:

1. A record of hours worked. Figures 2 and 3.
2. A salary record. Figure 4.
3. A record of work activities performed. Figure 2.

These records are kept by the student on the job using forms provided by the teacher-coordinator. Students submit copies of all three records to the teacher-coordinator for use in planning future work activities with the employer, keeping abreast of what each student is doing on the job, preparing public relations materials, preparing reports to administrators, and placing students in future years.

Students seldom object to keeping the three records once they experience the ease and simplicity of keeping them, understand the uses the teacher will make of the information, and are alerted to the pertinence of the salary record for income tax purposes.

I. The teacher-coordinator makes reports to his immediate administrator as requested.

The frequency of reports and the formats employed vary from one school system to another. However, nearly all reporting procedures allow for the inclusion of:

1. Progress and achievements.
2. Problems.
3. Plans and recommendations.

The continued understanding and support of a sympathetic and informed school administrator is essential to the success of a directed work-experience program. The perceptive teacher-coordinator, therefore, welcomes the opportunity to provide his school administrator with information which he will need in supporting and facilitating the program. The expansion and extension of directed work-experience programs is a relatively new feature of many school programs. For this reason, the school administrator will usually wish to be well informed so that he can speak knowledgeably about the program with policy makers and other citizens with whom he is in contact. Wise teacher-coordinators share with their administrators the spirit of adventure involved in bringing the new program to fruition and are quick to credit him for his contributions to the program's success.

J. Liaison is maintained with certain government agencies.

Two agencies, the local state employment service office and the agricultural education bureau of the state education department are of primary importance to the teacher-coordinator. In the event that he has not already developed a personal acquaintance with the personnel of these agencies, he takes immediate steps to do so.

He visits the local state employment service office to get acquainted; to become informed about the testing, placement, and information services conducted by the office; to learn how he can cooperate with and contribute to the program of that office; and to learn how best to utilize their resources and services.

He actively seeks the advice of the agricultural education bureau of the state department of education concerning the initiation and operation of his directed work-experience program. He invites personnel of the bureau to observe his program and make suggestions for improvement and he involves them in formal evaluations.

Figure 1. Student Work Rating

DIRECTIONS: On *each* of the items below please rate the student....., who is in your employ under the auspices of the directed work-experience program. Rate the student by checking (X) the space that corresponds, in your opinion, to the *best description of the quality* of the student's on-the-job behavior. Rate the student in the following manner:

E = Excellent
G = Good
F = Fair
B/A = Below Average
U = Unsatisfactory

Please give careful consideration to each item.
Please answer every item.

ITEMS	RATINGS STUDENT BEHAVIOR & PERFORMANCE				
	E	G	F	B/A	U
1. Is the student courteous to supervisors?.....	( )	( )	( )	( )	( )
2. Is the student courteous to fellow workers?.....	( )	( )	( )	( )	( )
3. Is the student courteous to the public (e.g., customers)?.....	( )	( )	( )	( )	( )
4. Does the student help and cooperate with supervisors?.....	( )	( )	( )	( )	( )
5. Does the student help and cooperate with fellow workers?.....	( )	( )	( )	( )	( )
6. Does the student show interest in his work by doing even simple chores carefully?.....	( )	( )	( )	( )	( )
7. Does the student show interest in learning things that more experienced men on the job can teach him?.....	( )	( )	( )	( )	( )
8. Is the student dependable when left alone to do a job?.....	( )	( )	( )	( )	( )
9. Does the student ask for help or instruction if he needs assistance to complete a task assigned to him?.....	( )	( )	( )	( )	( )
10. Does the quality of the student's work indicate that he profits from instruction or correction on-the-job?.....	( )	( )	( )	( )	( )
11. Does the student dress appropriately for the work to which he is assigned?.....	( )	( )	( )	( )	( )
12. Does the student report for work on the days he agreed to work?	( )	( )	( )	( )	( )
13. Does the student arrive at work on time?.....	( )	( )	( )	( )	( )
14. Does the student settle down to work and apply himself to his assigned tasks?.....	( )	( )	( )	( )	( )
15. Does the student care for tools and equipment properly?.....	( )	( )	( )	( )	( )
16. Does the student handle tools and equipment safely?.....	( )	( )	( )	( )	( )
17. Does the student follow directions?.....	( )	( )	( )	( )	( )
18. Does the student exhibit ingenuity in dealing with difficult work problems?.....	( )	( )	( )	( )	( )
19. Does the quality of the student's work meet standards required of regular employees?.....	( )	( )	( )	( )	( )

Figure 2. Daily Record of Directed Work-Experience Activities

For payroll periods *ENDING* in the month of:.....

NAME:.....

SCHOOL:.....

EMPLOYER:.....

DIRECTIONS: For each day worked, keep a record of duties performed. Begin with the first day of the pay period, even when a period starts during the previous month.

DATE PAID

1. ...../...../.....
2. ...../...../.....
3. ...../...../.....
4. ...../...../.....
5. ...../...../.....

DATE	LIST OF JOBS OR ACTIVITIES ASSIGNED	HOURS WORKED

TOTALS:

Days Worked:..... Number of Activities:..... Hours Worked:.....

Figure 3. Summary Record of Directed Work-Experience

NAME:.....

SCHOOL:.....

EMPLOYER:.....

Year	During Pay Periods Ending In The Month Of	Days Worked	Hours Worked	Gross Earnings	Work Tasks Assigned
1969	JULY				
	AUGUST				
	SEPTEMBER				
	OCTOBER				
	NOVEMBER				
	DECEMBER				
1970	JANUARY				
	FEBRUARY				
	MARCH				
	APRIL				
	MAY				
	JUNE				
	TOTALS				

Figure 4. Record of Income

NAME:..... MONTH:.....

Date Paid	Gross Earnings	Deductions			Net Earnings
		Tax	Soc. Sec.	Other	
TOTALS (This Month)					
(For the Year (Not Including this month)					
(Year's total to date)					

Coordination visits are an important aspect of any directed work-experience program.

Two other agencies, organized on a regional basis in large states and on a state-wide basis in smaller states, are of sufficient pertinence to his program to warrant occasional contacts. Questions concerning state minimum wage orders should be directed to the nearest office of the state department of labor. Similarly, when questions concerning federal minimum wage arise, the advice of the nearest office of the United States Department of Labor should be sought. The location of these offices can be readily obtained from the local state employment service office.

K. The public is informed of the activities of the directed work-experience program.

The purpose of the public relations program is to inform the school and community of the need for, the purposes of, the method of operation, and the benefits and achievements of the directed work-experience program. As one author has said, "Public relations is knowing how to get along with others — letting people know who you are, what you are, what you believe, and what you stand for. It is living right and getting credit fot it."

Teacher-coordinators have found that public relations activities which utilize the "principle of involvement" are particularly effective. Among the activities that involve people in the school and community and have important public relations implications are:

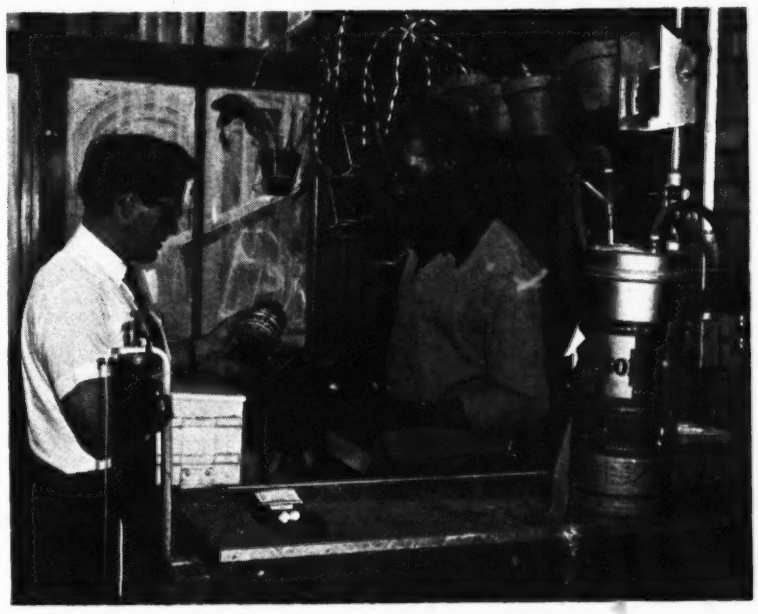
1. The day-to-day contacts of the teacher-coordinator with his many publics: students, employers, school administrators, teachers, and citizens.
2. Participation on the advisory committee for the specialized program in agriculture.
3. Employer appreciation banquets.
4. Parent nights.
5. Utilization of faculty members and employers as resource persons.
6. Participation in the activities of student organizations like FFA.
7. Home visits.
8. Career programs.
9. Field trips to local businesses.

A second important aspect of public relations involves the right of the citizens, and particularly the taxpayers, to be informed about the schools. Teacher-coordinators use a variety of devices to supply public information. Among the more effective media are:

1. News stories and news pictures of students at work, successful alumni, activities of the advisory board, employer appreciation banquets, parent nights, contributions of resource persons, activities of student organizations relating to directed work-experience, etc.
2. The use of color slides in presentations before school and community organizations that express an interest in the directed work-experience program.
3. The use of brochures to describe opportunities in specialized training programs which include directed work-experience in agricultural occupations.
4. Appearances by teacher-coordinator, students and employers on radio and television programs designed to inform the public of the opportunities available to young people through the program.

L. A meaningful evaluation of the directed work-experience program is conducted.

There are at least three schools of thought concerning the systematic evaluation of educational programs. One group approaches the problem by asking two fundamental questions: What are the purposes of the pro-



Safe procedures in handling pesticide sprays are taught in ornamental horticulture.

gram? How well has that purpose been achieved? This conceptualization of evaluation will be referred to as the "result-centered" approach.

A second type of evaluation involves two distinctly different questions: What principles and/or procedures have proven effective for achieving the purposes of the program? To what extent does the program incorporate these principles and/or procedures? This second concept of evaluation will be referred to as the "method-centered" approach.

Still a third type of evaluation directs its concern to the economics of the situation and asks: What inputs were necessary? What benefits resulted? Did the benefits outweigh the costs? This third approach to evaluation might be referred to as the "benefit-cost analysis" approach.

1. The result-centered approach.

Result-centered evaluation of an educational program normally involves accumulating statistical evidence relating to the attainment of educational objectives.

a. The purpose (or purposes) of the program is identified and defined operationally in terms of its measurable components.

b. Appropriate 'yardsticks' or criterion measures for each component (or subdivision) of the purpose are selected.

c. The 'yardsticks' or criterion measures are used to collect evidence concerning the specific program being evaluated.

d. Current status on each criterion measure is compared with previous status; with norms for similar persons, groups, or programs; and with previously established goals.

This type of evaluation has some obvious benefits and represents a focus of interest to learners, teachers, administrators, and others. It contributes a valuable assessment of progress. It reveals trends and directions in the fulfillment of the student's educational needs within the framework of program objectives.

The result-centered evaluation may give an accurate assessment of how far we have come and what remains to be done in the achievement of educational objectives. But it cannot tell us with assurance why this is true nor what or who is responsible for the results.

This approach to evaluation is typified in Figure 5.

2. The method-centered approach.

The method-centered approach to evaluation typically proceeds by the following steps:

a. A job analysis is made of what the teacher must do to conduct an effective program, using a step-by-step approach.

b. For each phase of the job analysis, specialists define the principles and procedures which contribute most effectively to goal achievement.

Landscape design shows such as this one demonstrate skills developed in work experience.

c. Data is collected to determine the extent to which the recommended principles and procedures have been utilized in the program being evaluated.

d. The evaluator(s) weighs the evidence and rates the program on the basis of adherence to recommended principles and procedures.

The main outcome of the method-centered evaluation is an assessment of the degree to which a teacher has used the methods most effective for the attainment of his educational objectives. It is based on the assumption that the profession has had sufficient experience to select preferred methods. It further implies that improvement in the program can be achieved by more diligent application of these methods.

The method approach has several advantages. It provides the inexperienced teacher, the administrator, or the lay person with a means for comparing the conduct of a program with norms recommended by knowledgeable and experienced persons. Method-centered evaluation may suggest why a program has produced less than satisfactory results, and, what is more important, suggest remedial procedures. The method approach, therefore, deals with *why* the program is where it is and how it can be improved.

The exclusive application of method-centered evaluation, however, has two shortcomings. It makes no attempt to measure the educational program in terms of its effect on learners, and it does not admit there is more than one way to achieve the same result. It is, in effect, blind to the impact of education and innovation. Figure 6 exemplifies the method-centered approach.

Figure 5. Result-Centered Evaluation of Preparation of Students for Employment in One or More of the Areas of Off-Farm Agricultural Occupations

Components of Preparation for Employment	Measures for Each Component	Sources of Data	Status This Year	Comparisons		
				This Year's Goal	Last Year	Comparison Group
1. Degree of involvement of students in directed work-experience.	– Percent of this year's students employed in directed work-experience for: 0– 10 hours 11– 99 hours 100–300 hours over 300 hours	– Summary Record of Directed Work-Experience				
2. Development of important skills and understandings.	– Group means and standard deviations on tests of achievement. (Written tests or performance tests) – Percent of students assigned acceptable or superior ratings on relevant performance criteria: – Does the quality of the student's work indicate that he profits from instruction or correction on-the-job? – Does the student exhibit ingenuity in dealing with difficult problems? – Does the quality of the student's work meet standards required of regular employees?	– Standardized tests and 'teacher-constructed' tests. – Last Employer's Rating.				
3. Development of desirable work habits, favorable attitudes toward work, and understanding of employers and coworkers.	– Percent of students assigned acceptable or superior ratings for occupationally appropriate behavior: – Is the student courteous to supervisors? – Does the student help and cooperate with supervisors? – Does the student help and cooperate with fellow workers? – Does the student show interest in his work by doing even simple chores carefully? – Does the student show interest in learning things that more experienced men on the job can teach him? – Is the student dependable when left alone to do a job?	– Last Employer's Rating.				

Figure 5. (Cont'd.)

Components of Preparation for Employment	Measures for Each Component	Sources of Data	Status This Year	Comparisons		
				This Year's Goal	Last Year	Comparison Group
3. (Cont'd)	– Does the student ask for help or instruction, if he needs assistance to complete a task assigned to him? – Does the student dress appropriately for the work to which he is assigned? – Does the student report for work on the days he agreed to work? – Does the student arrive at work on time? – Does the student settle down to work and apply himself to his assigned tasks? – Does the student care for tools and equipment properly? – Is the student courteous to fellow workers? – Is the student courteous to the public (e.g., customers)? – Does the student handle tools and equipment safely? – Does the student follow directions?	– Last Employer's Rating.				
4. Involvement of graduates in agricultural occupations.	– Percent of last year's graduates employed in agricultural occupations. – Percent of last year's graduates engaged in advanced training for agricultural occupations.	– Follow-up Records				
5. Attainment of productive, self-supporting adult employment by graduates.	– Rate of employment among program graduates. – Level of employment of program graduates. – Annual wages earned by program graduates. – Satisfaction of graduates with post-graduate employment. – Level of employer satisfaction with preparation of graduates for employment.	– Follow-up Study of graduates.				

Figure 6. Guidelines and Procedures Employed by the Teacher in Initiating and Operating the Directed Work-Experience Program — An Exemplification of Method-Centered Evaluation

Directions: 1. Place a check mark (√) in the column labeled *Strong Aspect* following each of the items below which you accept and have fully implemented in your directed work-experience this past year. Go all the way through the checklist before proceeding to Direction 2. 2. Go through the checklist again. This time, place a check mark (√) in the column labeled *Will Try* following each item not fully implemented this past year, but which you are willing to accept tentatively and which you will attempt to implement in your directed work-experience program this next year.	Strong Aspect	Will Try
I. FUNDAMENTAL CONSIDERATIONS		
A. The major purpose of the directed work-experience program is to prepare students for employment in one or more of the areas of off-farm agricultural occupations		
1. Students are prepared for employment through an integration of school and employment experiences which combine to develop:		
a. Specific skills and understandings important in one or more of the areas of off-farm agricultural occupations		
b. Certain attributes vital to success in all occupations, including: (1) Desirable work habits		
(2) Favorable attitudes toward work		
(3) Understanding of employers		
(4) Understanding of co-workers		
2. Students are prepared for employment in one or more of the following areas:		
a. Agricultural business		
b. Agricultural mechanization		
c. Conservation, forestry, and outdoor recreation facilities		
d. Ornamental horticulture		
B. A second purpose of the directed work-experience program is to assist students in achieving the general education objectives of the secondary school		
1. Students are guided in making educational and vocational choices through:		
a. Exploration of interests		
b. Discovery of talents and aptitides		
c. Opportunity for the development of skills		
d. Experience in the world of work		
2. Emotional maturity is fostered in the development of:		
a. Psychological independence		
b. Self-confidence		

	Strong Aspect	Will Try
c. Acceptance of responsibility		
d. Other marks of adult personality		
3. Occupational experiences shared with others help the student to:		
a. Appreciate the dignity of labor		
b. Appreciate financial and economic matters		
c. Increase ability to work with others		
C. The directed work-experience program is planned to meet the needs of students who have made at least a tentative choice of one of the areas of off-farm agricultural occupations.		
1. The student indicates his tentative vocational choice by enrolling in a specialized agricultural course		
2. Directed work-experience is normally open to any student whose enrollment in such a course is accepted		
D. The directed work-experience program normally takes place in the out-of-school, remunerative, commercial settings of the off-farm agricultural occupations		
1. Employment of the student in an agricultural business or industry is assumed to be the most effective setting		
2. Contrived work-experience in school settings has a minor role in the directed work-experience program		
3. Placement of the student at home or with close relatives is usually avoided		
4. Legal requirements are met		
E. Directed work-experience takes place during the junior and/or senior year		
F. The course work at school and directed work-experience are closely coordinated		
1. The course work at school is directly related to the requirements of the jobs in which students are placed		
2. The timing of various units of instruction accommodate the immediate needs of working students		
3. Discussion of problems encountered by students on the job is a standard feature of course work		
4. The directed work-experience program is coordinated by the teacher of agriculture who teaches the course work		
G. Directed work-experience is of sufficient duration to provide the student with opportunity to develop a variety of competencies essential in the occupational area of his choice		
1. Not more than 250–300 hours of directed work-experience is required of each student		
H. Credit toward graduation given for directed work-experience is consistent with that given in the local school for similar programs in other occupational fields		
1. Where credit is granted, 250–300 hours of work-experience is equated with one-half unit of credit		
I. Certain conditions essential to the success of a directed work-experience program are present:		
1. The understanding and support of the school administrator(s)		
2. A sufficient number of interested students		
3. A sufficient number of training opportunities in the patronage area of the school		

	Strong Aspect	Will Try
4. A qualified teacher-coordinator who combines technical competence with coordinating aptitudes and human relations skills		
5. A teacher-coordinator's schedule of time and duties which will allow for program coordination, within the normal work week, during both the school year and the period during the summer when students are employed		
II. INITIATING A DIRECTED WORK-EXPERIENCE PROGRAM		
A. The directed work-experience program is planned in advance with school personnel		
1. The school administrator is involved in:		
a. Granting permission for the program to operate		
b. Establishing operating policies regarding:		
(1) The selection of students for courses featuring directed work-experience		
(2) The use of released time		
(3) The teacher-coordinator's duties		
(4) The teacher-coordinator's time allotment		
(5) Credit for directed work-experience		
(6) Transportation of students to and from directed work-experience		
2. Guidance counselors are involved in:		
a. Developing criteria and procedures for the admission of students to courses involving directed work-experience		
b. Referral of students		
c. Planning student schedules in advance of computerized scheduling		
3. Plans for the directed work-experience program are brought to the attention of the faculty		
B. The agricultural business community is involved in advance planning		
1. Key persons participate in exploration of feasibility		
2. Procedures used in exploring feasibility include:		
a. Individual visits by the teacher-coordinator to the places-of-business of key agricultural businessmen		
b. Group meetings at school		
3. Assurance of reasonable support from the agricultural business community is obtained before proceding to initiate the program		
C. The assistance of the local advisory committee, appointed to serve the specialized agricultural training program, is utilized		
1. Nominations for membership are made by the teacher-coordinator, the school administrator, and the board of education		
2. The advisory committee is appointed by the board of education		
3. Members are formally notified of their appointment by letter from the board of education		

	Strong Aspect	Will Try
4. Membership is composed of:		
a. Several persons from the areas of agricultural business and industry most closely related to the instructional program		
b. A local representative of the State Employment Service		
c. The school administrator and the teacher coordinator as ex-officio members		
5. The advisory committee gives advice on such central issues as:		
a. The training needs of students		
b. The teaching calendar		
c. Priorities for needed equipment and supplies		
d. Problems		
e. Placement of students for work-experience		
f. Changes in operating procedures		
g. Public relations activities		
h. Evaluation of the program		
i. Placement of students in jobs following graduation		
6. The advisory committee utilizes efficient meeting procedures including:		
a. Establish rules and practices for conducting meetings		
b. Elect a chairman and secretary		
c. Prepare an agenda in advance of each meeting		
d. Keep and distribute minutes		
e. Conduct brief meetings; not in excess of one hour		
f. Start and end on time		
g. Arrive at all recommendaticns in group meetings		
h. Avoid utilization of meeting time for social activities		
7. The consistent role of the teacher-coordinator is to present problems and seek advice		
D. Students are informed and become interested in the opportunity to participate in specialized agricultural courses featuring directed work-experience through:		
1. Personal contacts of the teacher-coordinator with those groups of students most likely to profit from his program		
2. Personal day-to-day contacts of the teacher-coordinator with individual students		
3. Personal contacts with parents		
4. Utilization of appropriate visual materials such as attractive brochures and color slides featuring local program participants		

	Strong Aspect	Will Try
E. Students who meet established selection criteria are admitted to specialized agricultural courses featuring directed work-experience		
1. Criteria and procedures for the selection of students are cooperatively formulated with the guidance department		
2. The criteria and procedures are utilized		
3. The teacher-coordinator has the prerogative of interviewing and advising any applicant for admission		
4. The teacher-coordinator may request the removal of a student from the program when the situation warrants		
F. Parents are kept informed and involved in the directed work-experience programs of their sons and daughters		
1. Group meetings are held with parents to:		
a. Describe the nature of the program		
b. Obtain written permission before students are admitted		
c. Inform parents of the need for their assistance		
d. Develop a better understanding of the student		
e. Answer questions		
2. Home visits are made to certain parents as problems arise		
G. The student's class schedule is planned during the school year preceding participation		
1. The teacher-coordinator works closely with the guidance counselor in this connection		
2. The schedules of students planning to participate in directed work-experience on released time are planned in advance of computerized scheduling		
H. Appropriate business settings are selected for the placement of students in the directed work-experience program		
1. The teacher-coordinator visits potential employers, recommended by the advisory committee, at their places of business to:		
a. Acquaint them with the nature and scope of the program		
b. Determine which ones meet essential criteria		
c. Develop a closer working relationship		
d. Acquaint them with the responsibilities of participating employers		
e. Discover their interest in participating		
2. The teacher-coordinator selects training establishments which meet the following criteria:		
a. The employer is willing to participate		
b. The employer is interested in the welfare of the student		
c. On-the-job supervision is likely to be adequate		
d. The job will contribute significantly to career preparation in the field with which the specialized course is concerned		
e. The employer is willing to comply with legal requirements		

	Strong Aspect	Will Try
f. A varied work-experience is available		
g. The job is of suitable duration		
h. The physical facilities and safety standards are adequate		
i. The personal qualities of the on-the-job supervisor seem to be appropriate		
I. The public is informed of plans		
1. News releases are made to the press		
2. Releases are made to local radio stations		
3. Special efforts are made to inform persons in the trade		

III. OPERATING A DIRECTED WORK-EXPERIENCE PROGRAM

A. Favorable learning situations are established at the training establishments before student-workers are interviewed by employers		
1. The teacher-coordinator invites the selected employers to participate and obtains their verbal agreement to serve		
2. The teacher-coordinator and the employer identify the competencies required of employees in the business		
3. The employer and the teacher-coordinator agree on the work-activities to be engaged in by the student		
4. An on-the-job supervisor is designated		
5. The employer is acquainted with the teacher-coordinator's plans for placing student workers		
B. Normal hiring procedures are followed in the placement of students		
1. The teacher-coordinator teaches the students how to conduct themselves in an interview		
2. The teacher-coordinator selects students to interview for specific jobs whose capabilities and interests match job requirements of available opportunities		
3. More than one student interviews for each job; whenever possible		
4. The employer conducts interviews and makes the final choice of students to be employed		
5. The terms of employment are discussed and agreed to by the employer and the student		
6. The employer informs the teacher-coordinator of the terms of employment		
7. The student informs his parents of the terms of employment		
8. Where required by State law, a job description signed by the prospective employer, showing the number of working hours a day, days per week, and the nature of the work to be done by the student, is submitted as a part of the application for an employment certificate		
9. Where a student below 16 years of age is to be employed in a hazardous occupation, an appropriate written contract is required		
10. Students are allowed to interview for directed work-experience only with employers with whom the teacher-coordinator has made previous arrangements		

	Strong Aspect	Will Try
C. School instruction is adapted to student needs on the job		
1. Priority is given to developing those competencies which are deemed to be primary for success on the job		
2. The sequence of instruction is arranged to meet best the needs of working students		
3. The work standards required in school settings are at least as high as employer standards		
4. Problems anticipated or encountered by students on the job have an important place in instruction		
5. The teacher-coordinator insures the adaptation of school instruction to student needs on the job by:		
a. Involving employers in course development		
b. Involving them in instruction as resource persons		
c. Observing his students on the job		
D. Safety instruction is provided by the school		
1. Safety instruction is given prior to placement of students for work-experience		
2. The safety instruction given deals with the hazards which students will encounter at school and on-the-job		
3. Emphasis is placed on knowledge of safe procedures, on recognition and avoidance of hazards, and on a wholesome respect for safety as an aspect of work		
4. Students are warned of the generally low level of safety practice in the trade		
E. The student worker receives special orientation to his new job		
1. Prior to starting work the employer and/or supervisor discuss the job and duties in detail with the student		
2. The employer or supervisor informs the student of employer regulations pertaining to employees, including:		
a. Reporting to and leaving work		
b. Dress		
c. Personal conduct		
d. Payment of wages and deductions from wages		
e. Vacation and sick leave		
f. Insurance coverage and procedures in case of accidents		
g. Other employer regulations		
3. Before the student actually starts work, the teacher-coordinator and the employer ascertain that the employment certificate is in order and that all other legal requirements pertaining to the employment of minors have been satisfied		
4. The on-the-job supervisor:		
a. Provides close supervision during the early days of placement on the job		
b. Engages in frequent observation of the student		
c. Resumes close supervision at any time, as the need arises, for instructional or corrective purposes		

	Strong Aspect	Will Try
d. Exhibits an interest in the student as a human being and as a developing technician		
e. Provides safety instruction		
5. The teacher-coordinator visits the training establishment early during the orientation period, observes the student on-the-job, discusses the student's progress with the employer, and assists with problems that arise		
F. Coordination visits are made by the teacher-coordinator		
1. The teacher-coordinator makes routine monthly visits to keep abreast of the student's situation and additional visits whenever difficulties arise		
2. The teacher-coordinator demonstrates tact and sensitivity to the business environment by:		
a. Visiting at times agreeable to the employer		
b. Being efficient		
c. Interfering as little as possible with the business operation		
d. Limiting discussions with employers to their free moments		
e. Expressing appreciation		
3. During his coordination visits, the teacher-coordinator routinely:		
a. Observes the student at work		
b. Obtains the on-the-job supervisor's evaluations of the student's progress		
c. Learns what instruction the student needs in school to improve job performance, but refrains from giving instruction on the job		
d. Determines the student's progress in developing occupational competencies and assuming assigned responsibilities on-the-job		
e. Ascertains the employer's degree of satisfaction with the student's performance		
f. Determines the student's degree of satisfaction with his situation		
g. Observes the work environment for hazardous conditions and dangerous practices affecting the student and tactfully calls them to the employer's attention		
4. The teacher-coordinator records useful information for each visit made:		
a. Name, date, miles travelled, and purpose of visit		
b. A summary of observations; e.g., instructional needs, employer suggestions, etc.		
G. Periodic employer ratings contribute to student grades		
1. The employer's report includes items pertinent to the evaluation of:		
a. Courtesy		
b. Cooperation		
c. Initiative		

	Strong Aspect	Will Try
d. Attitude toward work		
e. Appearance		
f. Ability to follow instructions		
g. Job performance		
2. The rating scale used by employers is composed of the intervals: Excellent (1), Good (2), Fair (3), Below average (4), and Unsatisfactory (5)		
3. Report forms are provided to the employer periodically		
4. Employer's reports are completed and signed by the employer		
5. If the employer delegates the task of rating the student to a supervisor, the employer personally endorses the supervisor's report		
6. The employer is encouraged to file duplicate copies of reports made		
H. Students keep a record of their directed work-experience		
1. Student records include:		
a. A record of hours worked		
b. Salary record		
c. Work activities performed		
2. Student records are kept on the job using forms provided by the school		
3. Students submit copies of all three records to the teacher-coordinator		
I. The teacher-coordinator makes reports to his immediate school administrator as requested		
1. Progress and achievements		
2. Problems		
3. Plans and recommendations		
J. Liaison is maintained with certain government agencies		
1. The teacher-coordinator maintains close liaison with:		
a. The nearest local office of the State Employment Service		
b. The Agricultural Education Bureau of the State Education Department		
2. The teacher-coordinator directs:		
a. Questions concerning State minimum wage orders to the nearest office of the State Department of Labor		
b. Questions concerning Federal minimum wage to the nearest office of the U. S. Department of Labor		
K. The public is informed of the progress of the directed work-experience program		
1. The purpose of the public relations program is to inform the school and the community of:		

	Strong Aspect	Will Try
a. The need for		
b. The purposes of		
c. The method of operation		
d. The benefits and achievements of the directed work-experience program		
2. Public relations efforts within the school and community utilize the "principle of involvement"		
3. Among the activities that involve people in the school and community, and have an important public relations impact are:		
a. The day-to-day contacts of the teacher-coordinator with his various publics		
b. Participation of persons on the advisory committee		
c. Employer appreciation banquets		
d. Parent nights		
e. Utilization of faculty members and employers as resource persons		
f. Participation in the activities of student organizations such as F.F.A.		
g. Home visits		
h. Career programs		
i. Field trips to local businesses		
4. The teacher-coordinator uses a variety of devices for supplying public information		
a. News stories and pictures		
b. Color slides		
c. Brochures		
d. Radio and/or television		
L. A meaningful evaluation of the directed work-experience program is conducted		
1. Answers are sought to each of the following questions:		
a. How well has the purpose(s) of the program been achieved?		
b. What changes in procedures are indicated?		
c. Did the benefits outweigh the costs?		
2. The evaluation effort involves the principal participants?		
a. Students		
b. Employers		
c. Parents		

	Strong Aspect	Will Try
d. Teacher-coordinator		
3. The evaluation effort involves other interested persons including:		
a. Advisory committee		
b. School administrator		
c. Guidance counselor		
d. State Education Department personnel		
4. The devices used in evaluation are suitable for the persons who will use them; in terms of ability, time, and orientation		
5. Provision is made for continuity of evaluation and accumulation of data which will facilitate comparisons and assessment of long-range effects		
IV. LEGAL REQUIREMENTS		
A. Students are required to obtain employment certificates prior to starting work (in most states)		
B. Students in directed work-experience programs are covered by Social Security		
C. Students are placed only with employers who carry workmen's compensation		
D. Federal minimum wage regulations are observed		
E. Student wages are subject to withholding for the Federal income tax		
F. The employment limitations imposed by the Federal government are observed in the directed work-experience program		
G. Legal requirements imposed by state governments are observed in the directed work-experience program		
1. The teacher-coordinator is knowledgeable about, and the directed work-experience program is conducted in a manner consistent with regulations pertaining to:		
a. Employment certificates		
b. Minimum wages		
c. Hours of employment of minors		
d. School attendance		
e. Travel liability		
f. Taxes		
g. Anti-discrimination		
h. Occupations requiring licensure		
i. Prohibited occupations		
2. The teacher-coordinator has obtained the publications dealing with the employment of minors which are available from:		
a. Nearest State Employment Service Office		

	Strong Aspect	Will Try
b. Nearest State Labor Department Office		
c. Nearest U. S. Labor Department Office		
d. State Education Department		

3. The "benefit-cost analysis" approach.

This approach to studying the economic effects of education always involves at least the following procedures, regardless of the level of sophistication at which they are pursued.

a. The direct costs (e.g., instructors' salary and travel and instructional equipment purchases) are pro-rated to reflect the portion which should be debited to the program being analyzed. Indirect costs like building maintenance and space utilization are included where they are identifiable and where data is available.

b. The direct financial returns (such as wages earned by students) are computed. Indirect returns (such as additional income the students will earn during their adult careers as a result of education) are added if evidence is available to permit their estimation.

c. The costs and returns are compared.

Benefit-cost analysis sometimes provides a response to critics who attack an educational program from an economic point of view.

However, two disadvantages of this approach are immediately obvious: (1) it is extremely difficult, if not impossible, to place a dollar value on many of the indirect costs and returns from education, and (2) to evaluate education wholly in terms of economic effects is to assume that the sole purpose of education is financial return.

An example of this type of evaluation instrument is presented in Figure 7.

Figure 7. Benefit-Cost Analysis of Directed Work-Experience

Items	This Year	Last Year	Comparison Group
WHAT WAS THE COST?			
Teacher-coordinator's salary pro-rated on the proportion of his time devoted to coordinating directed work-experience.....			
Teacher-coordinator's travel reimbursement.....			
Purchase of specialized instructional materials.....			
Student earnings if not engaged in directed work-experience—estimated from local data.....			
Cost of space allocation and building maintenance.....			
Other direct or indirect costs.....			
Total.....			
WHAT WERE THE RETURNS?			
Earnings of students on directed work-experience.....			
Increased future income of students because of directed work-experience—estimated from local data.....			
Other direct or indirect returns.....			
Total.....			
WHICH WAS GREATER?.....			
BY HOW MUCH?.....			
RATIO OF INPUT TO OUTPUT.....			

In devising an approach or combination of approaches for evaluating his directed work-experience program, the teacher is guided by certain criteria:

1. Answers are sought to each of the following questions:

a. How well has the purpose(s) of the program been achieved?

b. What changes in procedures are indicated?

c. Did the benefits outweigh the costs?

2. The evaluation effort involves the principal participants including students, employers, parents, and the teacher coordinator.

3. The evaluation effort involves other interested persons such as advisory committee, school administrators, guidance counselors, and State Department of Education personnel.

4. The devices used in evaluating the program are suitable for the persons who will use them; in terms of their abilities, time, and orientation.

5. Provision is made for continuity of evaluation and accumulation of data which will facilitate comparisons and assessment of long-range effects.

IV. LEGAL REQUIREMENTS*

A. Students in most states are required to obtain employment certificates prior to starting work.

The employment certificate, commonly called "working papers," certifies that a student under 18 years of age is legally employed in a specific job.

If a student under 18 years of age is injured at work prior to obtaining a completed certificate, the employer's compensation insurance may be invalid. In addition, employers in several states must pay double the amount of settlement in case of injury.

Students and employers sometimes mistake the application for the certificate itself. The processing of employment certificates usually involves at least the following steps:

1. The student obtains an application form from the school guidance office.

2. The application is completed and signed by the employer, the physical examiner, a parent, and the student.

3. The completed application is returned to the issuing officer, the employment certificate is issued, a copy is presented to the employer, and the other is retained by the issuer.

Information about special state requirements is available from the nearest state employment service office.

B. Students in directed work-experience programs are, in nearly all cases, covered by Social Security.

Most workers are subject to the provisions of the Social Security Act. Among those not covered are certain professional people, some government employees, employees of certain non-profit organizations, and students employed by a parent.

Students who do not have an account number, but plan to work in an occupation subject to Social Security, must obtain a Social Security number before they are paid for any work performed. Applications are available from state employment service offices, post offices, and the Social Security field office.

Social Security provides the covered worker, his dependents, and survivors with benefits equivalent to partial replacement of his earnings upon the employee's retirement at or after age 62, or because of death prior to retirement.

Social Security field offices supply additional information and will provide a form for requesting a statement of the account. The record of employee contributions should be checked for accuracy at least every three years, since that is the time limit for corrections or adjustments to the account.

C. Students in directed work-experience programs are not eligible for unemployment insurance.

Students are not eligible for unemployment insurance since they are not available for full-time employment. A student is deemed not to be in employment under the law if: (1) he is in regular attendance during the daytime in an institution of learning and performs services as a part-time worker during all or part of the school year or regular vacation periods; (2) he is working under a cooperative work-study program regularly operated and supervised by a local board of education with the approval of the State Commissioner of Education; (3) he is working under a post-high school work-study program in a recognized institution of higher education. Additional information may be obtained from the nearest office of the state employment service or from the Bureau of Employment Security, U.S. Department of Labor, Washington, D.C., 20210.

D. Students are placed only with employers who carry workmen's compensation.

Although workmen's compensation laws vary from state to state, they nearly always provide payment for necessary medical care and benefits to an employee disabled by injury or illness caused by his work. Workmen's compensation is based on the principle that an employer is responsible for physical disability that befalls any of his employees because of working conditions or the work itself. The worker is not penalized by loss of wages, and provision for reasonable payment is made by the employer and counted as a rightful part of his production costs. Railroad workers, Federal government employees and workers of other groups have their own compensation programs. Farm workers may or may not be covered depending on the laws of the state in which the employer is located. Workers pay nothing toward workmen's compensation. The employers pay through the State fund or to a private insurance company.

* This section relies heavily on references 6, 7, and 8.

In case of injury, the worker should get immediate medical or surgical treatment for injuries or illness incurred on the job. The employee must usually notify the employer of accidental injury or disability due to occupational disease within a specific time limit. Benefit payments received are usually in proportion to the extent of the injury or illness, time lost, and the average wage. There is usually a waiting period before eligibility is established for wage compensation payments. If a permanent disability results, rehabilitation training for suitable employment may be made available under state auspices at no expense to employer or employee. In case of death from occupational causes, the family or dependents receive compensation.

E. Federal minimum wage regulations must be observed.

According to Federal minimum wage regulations, every employer shall pay to each of his employees who is engaged in the production of goods for interstate commerce the current Federal minimum hourly wage. . . . The Federal Fair Labor Standards Act provided authority for establishing this minimum wage.

Those industries engaged in interstate commerce must pay the Federal minimum wage except when an exemption certificate is secured from the Wage Determination and Exemption Branch of the Wage and Hour Division, U.S. Department of Labor, to permit employment at a subminimum wage. A special student-learner certificate may be issued for this purpose for a period not to exceed twelve months.

Agricultural employees exempt by law from the Fair Labor Standards Act include: (1) members of the employer's immediate family; (2) those who are paid on a piece rate basis, commute daily from residence to the employer's farm, and have been employed less than 13 weeks during the preceding calendar year; (3) persons who are 16 years of age or under and are paid on a piece-rate basis; (4) those who are employed by an employer who hired less than 500 man-days of agricultural labor during any calendar quarter of the preceding year; and (5) those who are employed in the range production of livestock.[8]

Agricultural processing employees exempt from the law include: (1) country elevator employees where not more than five employees are employed; (2) those employed in the processing of sugar beets, cotton, sugar cane, or maple products in a county where such products are grown in quantity; and (3) persons employed in transporting or preparation for transportation of fruits and vegetables from farm to a point of first processing or first marketing within the same state.[8]

Overtime rates for agricultural and agricultural processing employees are one and one-half times the regular rates and apply to those hours over a 40-hour work week, except: (1) seasonal employees with fewer than 10 work weeks per year; and (or) (2) seasonal employers who hire employees less than 14 work weeks per year; and (or) (3) maximum hours per day of 10, and (or) (4) maximum hours per week of 50, farm; and 48, agricultural processing.[8]

The nearest state employment service office will supply information on problems in this area.

F. Student wages are subject to withholding for the Federal income tax.

The Bureau of Internal Revenue has the responsibility for the administration, assessment, and collection of all Federal revenue taxes. Students should be informed that, since they are wage earners, a percentage of their earnings will be withheld by their employer in accordance with the regulations. Specific information may be found in the annual Federal Income Tax Manual or by contacting the nearest field office of the Internal Revenue Bureau.

In addition to Federal income taxes, students may also be subject to withholding for state income tax or municipal payroll tax, depending on state law and local ordinance.

G. Directed work-experience programs are subject to employment limitations imposed by the Federal Government.

The Federal Government controls child labor mainly through the child labor provisions of the *Fair Labor Standards Act of 1938*. This act sets minimum ages for the employment of minors in interstate or foreign commerce or at establishments producing goods or services to be used across state lines.

Another Federal act which contains child labor provisions is the Walsh-Healy Public Contracts Act. It requires any contractor, manufacturing or furnishing goods or supplies for the Federal Government in an amount exceeding $10,000, to agree, as one of the conditions of his contract, that he will not employ boys under 16 or girls under 18 on such work.

1. Fair Labor Standards Act of 1938.

The Fair Labor Standards Act was enacted by Congress to prevent the use of the channels of interstate commerce from perpetuating labor conditions detrimental to the health, efficiency, and well-being of workers and to prevent unfair methods of competition based on such labor conditions. The law covers workers en-

gaged in interstate commerce or in the production of goods for interstate commerce. There are some exemptions. The law provides a minimum wage, time-and-a-half for overtime, and a ban on oppressive child labor, but *only* in industries engaged in interstate commerce.

The text of the Child-Labor provisions of the Fair Labor Standards Act of 1938, as amended, states that no producer, manufacturer, or dealer shall ship or deliver for shipment to commerce any goods produced in an establishment situated in the United States in or about which within thirty days prior to the removal of such goods therefrom any oppressive child labor has been employed. Relation to other laws implies that no provision of this act relating to the employment of child labor shall justify non-compliance with any Federal or State law or municipal ordinance establishing a higher standard than the standard established under this act. The Secretary of Labor administers the Child-Labor provisions of this act. When the State standards for the employment of children are stricter than Federal standards, the State standards prevail.

Hazardous occupations are subject to a minimum age restriction of 18 years under the Fair Labor Standards Act. The hazardous occupations, Numbers 1 through 13, are outlined below. *The hazardous occupations outlined in sections 5, 8, and 12 were exempted from the limitations set by this Act by amendments to the Act in 1958.*

> *Provided, however,* That such a student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school: *Provided, further.* That such student-learner be employed under a written agreement which shall provide: (i) that the work of the student-learner in the occupations herein declared hazardous shall be incidental to his training, shall be intermittent and for short periods of time, and shall be under the direct and close supervision of a qualified and experienced person; (ii) that safety instruction shall be given by the school and correlated by the employer with on-the-job training; and (iii) that a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Such a written agreement shall carry the name of the student-learner, and shall be signed by the employer and the school coordinator or principal. Copies of the agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual situation wherein it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

Order 1 MANUFACTURING OR STORAGE OCCUPATIONS INVOLVING EXPLOSIVES — All occupations except retail establishments or plants or establishments of the type described in subparagraph 2 of the regulations. The term "explosives and articles containing explosive components" includes ammunition, black powder, blasting caps, fireworks, high explosives, primers, smokeless powder, and all goods classified and defined as explosives by the Interstate Commerce Commission in regulations for the transportation of explosives or other dangerous substances by common carriers. The plant includes land with all the buildings and other structures.

Order 2 MOTOR-VEHICLE OCCUPATIONS — Includes the occupations of motor-vehicle driver and helper. This pertains to all motor driven vehicles except those operated exclusively on rails.

Order 3 COAL-MINE OCCUPATIONS — Includes underground workings, open pit, or surface occupations dealing with lignite, bituminous and anthracite coals.

Order 4 LOGGING AND SAW-MILLING OCCUPATIONS — Includes all occupations in a sawmill, lath mill, shingle mill, or cooperage stock mill except work in offices, living quarters, timber cruising, surveying, logging engineering parties, roads, railroads, flumes, forest protection, or work of telephone linemen.

Order 5 POWER-DRIVEN WOODWORKING MACHINE OCCUPATIONS — Occupations include supervising or controlling the operation of such machinery as well as operating, setting up, adjusting, repairing, oiling, or cleaning. This order shall not apply to the employment of apprentices in occupations herein declared particularly hazardous; provided that the apprentice is employed as a patternmaker, cabinetmaker, airplane-model maker, ship joiner or mold loftsman. Nor shall this order apply to a student-learner enrolled in an approved industrial vocational cooperative training program.

Order 6 OCCUPATIONS INVOLVING EXPOSURE TO RADIOACTIVE SUBSTANCES — Includes occupations in the entire working area involving work with radium, self-luminous compounds, incandescent materials having thorium salts, or other radioactive substances.

Order 7 POWER DRIVEN HOISTING APPARATUS OCCUPATIONS — Includes work of operating or assisting on an elevator, crane, derrick, hoist, or high lift truck except hoist not exceeding one ton capacity. Includes crane hookers, crane chasers, hookers-on, riggers, rigger helpers, and like occupations. *This section does not include most garage auto lifts.*

Order 8 POWER-DRIVEN METAL FORMING, PUNCHING AND SHEARING MACHINE OCCUPATIONS — The occupations of operator of or helper on the following: power-driven metal forming, punching, and shearing machines, rolling mills, punch presses

(except those provided with full automatic feed and ejection with a fixed guard), power presses, plate punches, and bending and hammering machines. This order does not apply to the employment of apprentices who are registered by the Bureau of Apprenticeship of the U.S. Department of Labor, or by State-sponsored apprenticeship councils, nor shall this order apply to student-learners enrolled in an approved industrial vocational training program.

Order 9 OCCUPATIONS IN CONNECTION WITH MINING, OTHER THAN COAL — Includes all occupations in connection with mining, other than coal except work in offices, warehouses, supply houses, change houses, laboratories, or maintenance shops not located underground. (Refer to exceptions listed under coal mine occupations.)

Order 10 SLAUGHTERING, MEAT PACKING, AND RENDERING PLANT OCCUPATIONS — Includes occupations on the killing floor, in curing cellars, and in hide cellars, except work of messengers, runners, handtruckers. Includes occupations involved in the recovering of lard and oils except for operation of a lard-roll machine and occupations in packaging and shipment of such products. Also includes all occupations involved in tankage or inedible rendering of dead animals, fats, etc. Includes operation of power-driven machinery, boning occupation, those involving the pushing or dropping of any suspended carcass, hand-lifting or hand-carrying.

Order 11 POWER-DRIVEN BAKERY MACHINE OCCUPATIONS — The occupations of operating, assisting or cleaning any horizontal or vertical dough mixer, batter mixer, bread dividing, pounding, or molding machine; or cake cutting band saw. Also includes the occupation of setting up or adjusting a cooky or cracker machine.

Order 12 OCCUPATIONS INVOLVED IN THE OPERATION OF PAPER PRODUCTS MACHINES — Includes operating or assisting to operate any power-driven hand-fed printing press and the machinery used in paper product manufacturing. This order is not intended to include student-learners enrolled in an approved industrial vocational cooperative training program.

Order 13 OCCUPATIONS INVOLVED IN THE MANUFACTURE OF BRICK, TILE AND KINDRED PRODUCTS — Includes all work in or about establishments in which clay construction products and in which silica brick or other silica refractories are manufactured, except work in offices.

2. Amendment to Fair Labor Standards Act — effective January 1, 1968 — Dealing with "Hazardous Occupations in Agriculture and Employment of Children Below Age of 16."

a. *Higher standards.* Nothing in this subpart shall authorize noncompliance with any Federal or State law, regulation, or municipal ordinance establishing a higher standard. If more than one standard within this subpart applies to a single activity, the higher standard shall be applicable.

b. *Definition.* As used in this subpart, the term "agriculture" shall mean farming in all its branches, including among other things the cultivation and tillage of the soil, dairying, the production, cultivation, growing, and harvesting of any agricultural or horticultural commodities (including commodities defined as agricultural commodities in section 15(g) of the Agricultural Marketing Act, as amended), the raising of livestock, bees, fur-bearing animals, or poultry, and any practices (including any forestry or lumbering operations) performed by a farmer or on a farm as an incident to or in conjunction with such farming operations, including preparation for market, delivery to storage or to market or to carriers for transportation to market.

c. *Exception.* This subpart shall not prohibit the employment of a child below the age of 16 by his parent or by a person standing in the place of his parent on a farm owned or operated by such parent or person.

d. *Student-learners.* The findings in this subpart shall not apply to persons employed as vocational agriculture student-learners when all of the following requirements are met: (1) The student-learner is enrolled in a course of study and training in a cooperative vocational education training program in agriculture under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school and; (2) such student-learner is employed under a written agreement which provides: (i) That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his training; (ii) that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person; (iii) that safety instructions shall be given by the school and correlated by the employer with on-the-job training and; (iv) that a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall contain the name of the student-learner, and shall be signed by the employer and a person authorized to represent the school. Copies of each agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

e. *Applications for exclusion.* Any person or organization may at any time file with the Secretary of Labor written application for exclusion from

certain findings in this subpart of work pursuant to an educational or training program or portion thereof. Such an application shall identify the program, number of youth enrolled, and provisions of this subpart from which exclusion is sought. It shall describe the program, including the safety training and supervision the minors will receive. It shall be signed and give the title of any person who signs on behalf of an organization.

Interim determinations.

a. *Effective period.* The determinations in this section are made on an interim basis pending a study in greater depth of the occupations in agriculture particularly hazardous for the employment of children below the age of 16. This section shall expire January 1, 1970 unless this paragraph is amended or revoked after further proceedings of the type presently described in Subpart D of this part.

b. *Finding and declaration of fact.* Subject to § 1500.70 and for the period provided in paragraph (a) of this section, the following occupations in agriculture are particularly hazardous for the employment of children below the age of 16:

(1) Handling or applying anhydrous ammonia, organic arsenic herbicides, organic phosphate pesticides, halogenated hydrocarbon pesticides, or heavy-metal fungicides, including cleaning or decontaminating equipment used in application or mixing of such chemicals.

(2) Handling or using a blasting agent. For the purpose of this subparagraph, the term "blasting agent" shall include explosives such as, but not limited to, dynamite, black powder, sensitized ammonium nitrate, blasting caps, and primer cord.

(3) Serving as flagman for aircraft.

(4) Working as (i) driver of a truck or automobile on a public road or highway, (ii) driver of a bus.

(5) Operating, driving, or riding on a tractor (track or wheel) over 20-belt horsepower, or attaching or detaching an implement or power-take-off unit to or from such tractor while the motor is running.

(6) Operating or riding on a self-unloading bunk feeder wagon, a self-unloading bunk feeder trailer, a self-unloading forage box wagon, a self-unloading forage box trailer, a self-unloading auger wagon, or a self-unloading auger trailer.

(7) Operating or riding on a dump wagon, hoist wagon, fork lift, rotary tiller (except walking type), or power-driven earth-moving equipment or power-driven trenching equipment.

(8) Operating or unclogging a power-driven combine, field baler, hay conditioner, corn picker, forage harvester, or vegetable harvester.

(9) Operating, feeding, or unclogging any of the following machines when power-driven; stationary baler, thresher, huller, feed grinder, chopper, silo filler, or crop dryer.

(10) Feeding materials into or unclogging a roughage blower or auger conveyor.

(11) Operating a power-driven post-hole digger or power-driven driver.

(12) Operating, adjusting, or cleaning a power-driven saw.

(13) Felling, bucking, skidding, loading, or unloading timber with a butt diameter of more than 6 inches.

(14) Working from a ladder or scaffold at a height over 20 feet.

(15) Working inside a gas-tight type fruit enclosure, gas-tight type grain enclosure or gas-tight type forage enclosure, or inside a silo when a top unloading device is in operating position.

(16) Working in a yard, pen or stall occupied by a dairy bull, boar, or stud horse.[9]

H. Directed work-experience programs are subject to a variety of legal requirements imposed by state governments.

The teacher-coordinator must also be knowledgeable concerning legal requirements in his state. Most states impose legal requirements in the following areas:

1. Employment certificates
2. Minimum wages
3. Hours of employment for minors
4. School attendance
5. Travel liability
6. Taxes
7. Anti-discrimination
8. Occupations requiring licensure
9. Prohibited occupations

In nearly all states, information concerning legal requirements is readily available from:

1. State Labor Department publications dealing with the employment of minors.
2. Nearest Labor Department office.
3. Nearest State Employment office.
4. The Agricultural Education Staff, State Education Department.
5. Publications of the State Education Department.

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